

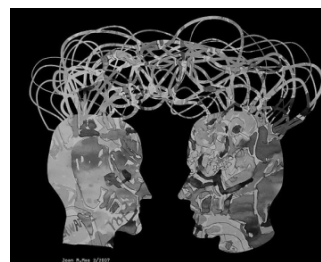
Interpersonal Mode

1

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill



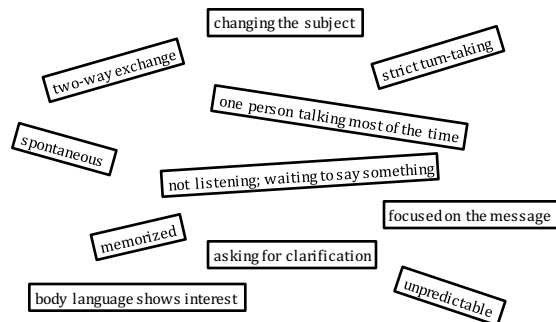
What is your definition of meaningful communication?

2

Laura Terrill

Interpersonal Communication is.....

3



Laura Terrill


Interpersonal Communication....

4

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

5




What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.istock.com/photos/davidid/4954719152/sizes/m/>
Markus Kojonen - website: <http://blackswan.carbonmade.com>

Laura Terrill

Teach Circumlocution *What's different?*


6



Laura Terrill

Ask questions

7




Laura Terrill

Ask Questions

8

- In the book "right there" (text explicit)
- In my head "think and search" (text implicit)

- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



Laura Terrill

Raise the proficiency level

9

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill

Raise the proficiency level

10

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill

Raise the proficiency level.....

11



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



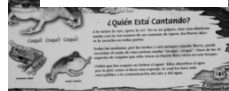
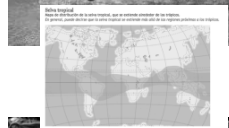
Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrill

Contemporary Life: In Search of the Coquí

EQ: Why do we explore?

12



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playa" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

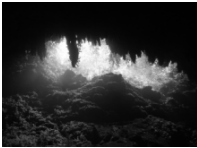


Laura Terrill

Do you want to?

13

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.

explore a cave

zipline

play in the waterfall

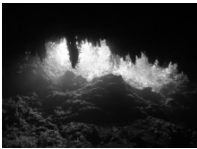


Laura Terrill

Do you want to?

14

Yes, I want to explore the cave.




No, It's too hot. I want to go to the beach.

explore a cave

zipline

play in the waterfall

swim at the beach

snorkel

hike in the rainforest

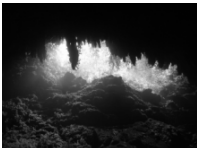


Laura Terrill

Do you want to?

15

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.

swim at the beach

snorkel

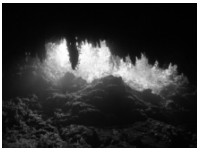


hike in the rainforest




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16

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.

Laura Terrill

4

Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

17



Laura Terrill

Do you want to.....? I want/don't want...

18

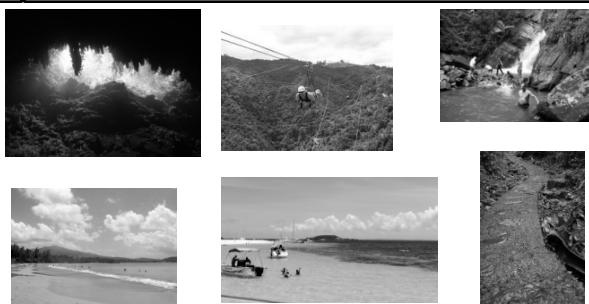


- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill

Discuss your vacation plans with your partner.

19



Laura Terrill

Role Play or Skit?

20



Partner A – Great idea to write lesson plans and give up part of a weekend



Partner B – Are you nuts? It's the weekend..

Laura Terrill

High Structure Conversations

21

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but_____.

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that, but_____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Laura Terrill

Teach the Language of Discussion / Debate

22

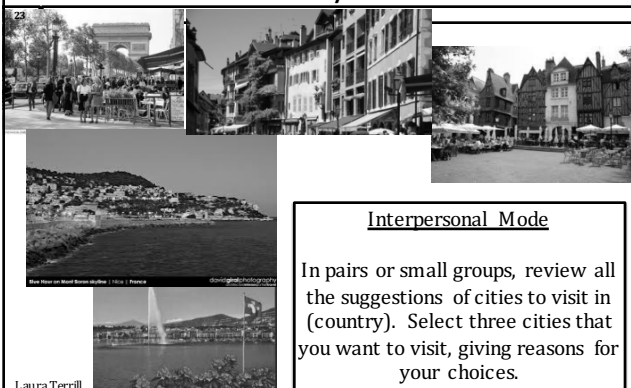
- | | |
|---|---|
| <input type="checkbox"/> I think the author wrote it to teach us about... | <input type="checkbox"/> I want to expand on your point about.... |
| <input type="checkbox"/> One theme might be..... | <input type="checkbox"/> In my life.... |
| <input type="checkbox"/> I think it means that.... | <input type="checkbox"/> I think it can teach us.... |
| <input type="checkbox"/> In other words..... | <input type="checkbox"/> If I were..., I would have... |
| <input type="checkbox"/> For example.... | <input type="checkbox"/> We can say that..... |
| <input type="checkbox"/> In the text, it said that..... | <input type="checkbox"/> The main theme/point of the text seems to be.... |
| <input type="checkbox"/> One case showed that..... | |
| <input type="checkbox"/> I would add that..... | |
| <input type="checkbox"/> Then again, I think that.... | |

How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009

Laura Terrill

What makes a city special? What is the ideal city?

23



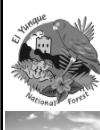
Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

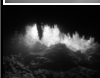
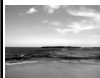
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In Search of the Coquí —Interpersonal Assessment EQ: Why do we explore?

24



Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.



- ❖ comment on what you plan to do/see in the rainforest
- ❖ comment on the weather/environment in relation to your plans
- ❖ accept and refuse suggestions for other places saying what you want to do there
- ❖ mention a few foods/beverages you want to have

Laura Terrill

Food and Hunger: Interpersonal Assessment

EQ: How do we eat well? What is hunger?

25

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill

Global Challenges: Home and Shelter

EQ: Why does everyone need a place to call home?

26

Structured Debate



<http://1jour1actu.com/debat/>

Laura Terrill

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

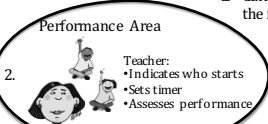
Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

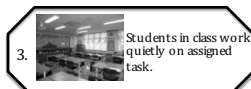
Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Testing Day



- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an on-deck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the on-deck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.



27

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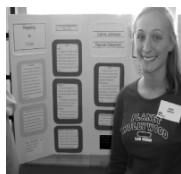
Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

Presentation Mode

29

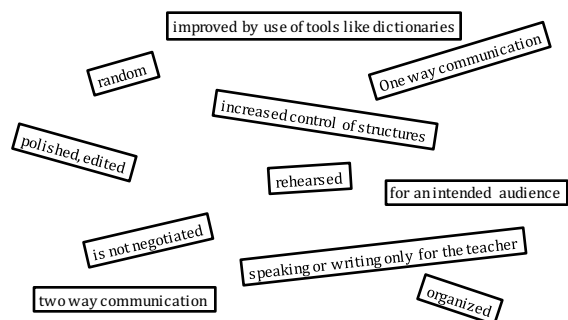
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

Presentation communication is.....

30



Laura Terrill

Presentation Communication....

31

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill

Writing is Thinking

32



Writing Makes Thinking Concrete

Laura Terrill

Writers consume more than they produce.

33



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

Laura Terrill

Less is more?

34


<http://www.sixwordmemoirs.com>

<http://www.101words.org/>

<http://flashfictiononline.com/main/>

Laura Terrill

<http://olc.spsd.sk.ca/de/pd/inst/strats/storymapping/index.html>

Six Word Memoirs

35



sometimes a teacher, always a learner

by in PY6 at Ajman Academy | Comment |



school is where you learn stuff

by Cole in Creative Writing at International Ivy | Comment |



happy pets nice family and friends

by Lian Roland in Creative Writing at International Ivy | Comment |



Why am I the only one?

by Lily S. in Creative Writing at International Ivy | Comment |



I caught a fish. Never mind.

by Amanda Werner in Creative Writing at International Ivy | 1 comment |

Laura Terrill

Sentence Fluency

36



“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

Laura Terrill

Write 5 sentences about summer.....

37



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill

Teach transitions

38



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

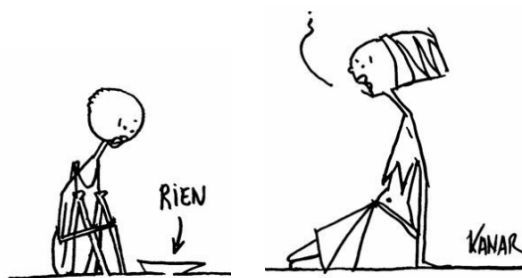
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39



Laura Terrill

40



Laura Terrill



42

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

<u>Voice #1:</u>	<u>Voice #2:</u>
I am a polar bear	I am an SUV
I eat fish	I guzzle petroleum
I must swim for my food	People pump mine
But I can't swim forever	I burn gas pretty fast
When I get tired	When I pollute
I depend upon	I begin to destroy
	Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Laura Terrill

43

Generating Ideas

- Student's trace hand on paper.
- They write the important topic on the palm of the hand.
- They write 5 facts about the topic on each finger.
- Students pair with a partner to share their outline.

Laura Terrill

44

An unusual event.....


1. Write an interesting topic sentence.

Sentence 2
Sentence 3
Sentence 4

2. Write a solid closing sentence.

Laura Terrill

45



It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

Laura Terrill

La Guernica

46



Laura Terrill

R.A.F.T.S. — La Guernica

47

persuade, analyze, create, predict, compare, defend, evaluate


Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill

A few of my favorite things....

48

Select 10 of your favorite items. Identify where they were made on a world map. Research one of your items and tell its story. Show where it comes from and include the material and physical costs of the item. Explain how the item promotes or does not promote responsible consumerism. Explain why this item is important to you.



J'ai une assiette qui vient de Quimper en Bretagne....

J'ai un ordinateur qui vient de Chine....

Laura Terrill

Quick Write

49



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

Laura Terrill

Conventions

50



"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill

Learning a language is like learning.....

51



Laura Terrill

Conventions

52

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill

Grammar Continuum

53



Deduction	Guided Induction			Induction
	Explicit	Explicit	Implicit	
Rules	Metalinguistic Awareness	Input Enhancement	Structured Data	Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

Laura Terrill

Write to incorporate structures.

54



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



Laura Terrill

Great Art of France: Virtual Visits

55



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill

Yesterday – Today - Tomorrow

56

What did you do?



What are you going to do?

What are you doing?

Laura Terrill

City Life


Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

57	58	59
<p>Interpretive Mode Students will identify places in a city based on written and/or oral directions.</p>	<p>Interpretive Mode Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.</p>	<p>Interpretive Mode Students will read tourist information written for people planning to visit the city and use that information to determine where to go.</p>

Communication – Collaboration – Creativity – Critical Thinking

Presentation Mode

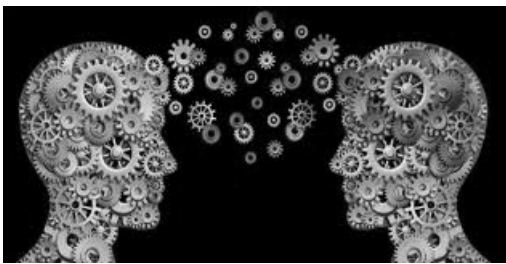
Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.



Laura Terrill

Presentational Rubric				
58	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.
Laura Terrill				

Presentational Rubric, part 2				
59	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.
Laura Terrill				



60
Laura Terrill

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

Laura Terrill

Focus Questions:

62

1. How do we design a curriculum that is standards-based and vertically and horizontally aligned?
2. How do we determine proficiency and performance targets for each level of instruction?
3. How can we best assess student learning in each mode of communication?
4. What types of learning experiences prepare students for performance assessment?

Laura Terrill

Next Steps

63

What are the key decision points?

- ❑ Discussions centered on vertical and horizontal alignment
 - Curriculum templates, ATLAS considerations
 - Learning Progressions in World Language
- ❑ Setting broad performance goals by course
- ❑ Determining common assessment practices
- ❑ Determining possible unit topics by level and language

What key elements need to be part of discussion with administration?

- ❑ Principles of effective instruction
- ❑ Lesson observation guidelines
- ❑ Setting reasonable expectations in light of current program
- ❑ Expanding program offerings

□

Laura Terrill